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ABSTRACT

This Module is designed for use by guidance personnel in grades K-12 and at the postsecondary level. These include teachers, administrators, counselors, paraprofessionals, pupil personnel workers and any others providing services to ethnic minority persons. This Module will help each participant to differentiate between ethnic groups, apply self concept enhancing practices for ethnic minorities to career guidance activities, and develop strategies for assisting ethnic minority persons to cope with special problems experienced in implementing career plans. The module is designed as a six-hour workshop to be run by a coordinator. The participants' module contains information and workshop activities designed to develop skills in communication, self-concept and career management. The assumption made in this material is that, while all students need assistance in identifying and exploring career goals, minority students have greater obstacles to overcome and hence need additional assistance. (Author/BP)

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Developing Communication Skills and Program Strategies in Career Guidance for Ethnic Minorities

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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DEVELOPING COMMUNICATION SKILLS AND PROGRAM STRATEGIES IN CAREER GUIDANCE FOR ETHNIC MINORITIES

Lois Brooks
The University of Michigan

December 1976

Developed by the National Consortium on Competency-Based Staff Development, in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

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INTRODUCTION

REEXAMINING OUR SKILLS

Additional Guidance Needed by Minority Students

The career guidance needs of ethnic minority populations parallel the career guidance needs of all students, regardless of ethnic origin. The major difference in career development needs between students from minority populations and those from the majority population is only a matter of degree. All students need assistance in identifying, exploring and attaining educational and career goals; however, minority students have greater obstacles to overcome in reaching these goals. Hence, they need additional assistance.

A special set of career guidance techniques, which are for ethnic minority students only, does not exist. Available techniques and/or materials, however, may need to be redesigned and adapted to help minority youth overcome the implicit negative messages of society and overcome the internalized negative self-concept that may result from these messages. To do this, we must first examine our skills in communication and then assess guidance strategies so that they are more responsive to the needs of ethnic minorities. Through this Module it is hoped that you will become more aware of problems in communication with and career guidance strategies for ethnic minority persons, and will enhance your skills in resolving, or at least reducing, these problems.

ACTIVITY -- PERSONAL ATTITUDE INVENTORY

People differ widely in their views about many issues and problems. The purpose of this inventory, then, is to give you an opportunity to express your opinion.

Indicate your opinion by circling one of the four choices:

SD -- Strongly Disagree
D -- Disagree
A -- Agree
SA -- Strongly Agree

SD D A SA 1. Minority groups will probably need to engage in confrontation tactics from time to time in order to make real progress with the school system's majority power structure.

SD D A SA 2. Ethnic studies should be offered as a specific course in the schools, and it should be required of all students.

SD D A SA 3. Most student activities in your school system's high school(s) are controlled by majority students.

SD D A SA 4. Ethnic contributions should be integrated into all courses in American history offered in all cities' school systems.

SD D A SA 5. By and large, high schools are just not interested in helping students who are not planning on going on to college.

SD D A SA 6. In spite of everything, ethnic minorities have a unique problem in gaining a sense of personal self-esteem and a sense of control over their destinies.

SD D A SA 7. The way justice is administered in schools, it frequently discriminates against members of minority groups.

SD D A SA 8. Oftentimes schools punish nonconformity even when the nonconformity does not interfere with the learning process.

MODULE GOALS AND OBJECTIVES

Module Goals

This Module is designed for use by guidance personnel in grades K-12 and at the postsecondary level. These include teachers, administrators, counselors, paraprofessionals, pupil personnel workers and any others providing services to ethnic minority persons. This Module will help each participant to differentiate between effective and ineffective verbal and nonverbal communication between ethnic groups, apply self concept enhancing practices for ethnic minorities to career guidance activities, and develop strategies for assisting ethnic minority persons to cope with special problems experienced in implementing career plans.

Module Objectives*

When you have successfully completed this Module, you will be able to:

1. Differentiate between effective and ineffective verbal statements between ethnic groups.
2. Identify common sources of miscommunication in nonverbal behaviors between ethnic groups.
3. Apply self concept enhancing practices for ethnic minorities to career guidance activities.
4. Develop a plan to assist a group of ethnic minority students to cope with major problems experienced (e.g., lack of adequate knowledge, discrimination) in career planning and implementation.

*The criteria for achievement of these objectives are found in the Coordinator's Guide for this Module.

Note: It is recommended that participants go through the Module entitled, "Eliminating Stereotypes of Ethnic Minorities Through Career Guidance," before experiencing this Module.

SD D A SA 9. A lot of the schools' problems result from the fact that the administration overreacts to militancy and disorder.

SD D A SA 10. Ethnic minority students need to cope with more than one distinct cultural system.

MODULE OUTLINE

Approximate Time	*Activity*	*Objectives*
1/2 hour	Introduction Rationale for communication skills and career guidance strategies for ethnic minorities. Activity to help participants examine personal attitudes of the responsiveness of schools in meeting career guidance needs of ethnic minorities.	
4 1/2 hours	Text Reading sections and activities on "Verbal Communication," "Nonverbal Communication," 'Self Concept" and "Managing Your Career."	1-4
1/2 hour	Application Applying knowledge and skills in career guidance strategies for ethnic minorities.	1-4
1/2 hour	Module Wrap Up References	

GLOSSARY

Career - The pattern of activities and experiences that make up a lifetime of work, learning and leisure. The term is broadly defined to include occupational and educational choices and patterns as well as other aspects of a person's life--her/his personal and social behavior, learning to utilize skills, social responsibility or citizenship, and use of leisure time.

Career Development - The life-long process a person undergoes as s/he gains skills in setting goals and in developing, implementing, evaluating and revising plans to define a career and deal with life problems and opportunities.

Career Guidance - All the various types of assistance provided to help individuals in their career development. It includes instruction, counseling, placement, follow-through, evaluation, and support procedures based on youth career planning and development needs.

Ethnic Group - A group of people of the same race or nationality who identify with a common and distinctive culture and/or language.

Latino - A generic term applied to all peoples in the United States with Spanish culture and/or language. There are many distinct Latino groups, e.g., Chicano, Mexican, Puerto Rican, etc.

Stereotype - A belief about all members of a human group in which little concern is shown for individual differences and/or facts, even when they are available.

Prejudice - A predisposition to act toward individuals and groups with a rigid, emotional attitude based on inadequate data without regard for individual differences.

Discrimination - The differential treatment of individuals, an overt or covert expression of prejudice.

VERBAL COMMUNICATION

Effective communication is the most important prerequisite to any effective helping relationship. When one considers the potential for misinterpretation in human communication, it is a wonder we can understand one another at all. This problem can be understood by examining the following communication model.

1. *Message I. Sight-Sound* -- The message is the words that are actually transmitted. These words are influenced by what the sender is thinking and by the explicitness with which s/he is able to state these thoughts. The message is also modified by what the sender is feeling, which is communicated nonverbally in the form of posture, facial expression, voice tone, etc. When the words and feelings are not congruent, the task of the receiver--*to understand the message of the sender*--is doubly difficult.

Message I

2. *Reception-Perception* -- The message is received and given meaning. We filter the message in accordance with our preconceived expectations based on past learnings which are *unique* to each individual. If we expect to hear criticism, that is what our filter system will allow us to perceive. If we have often been discriminated against and have come to expect this behavior from others, we are quick to detect the slightest suggestion of prejudice. Similarly, we do not perceive what we expect to be absent. For example, if I do not expect prejudice I may fail to perceive behavior as prejudicial. In either case, *some of the message is lost or distorted in perception.* How many filters we have, what kind, and how they are arranged will vary from individual to individual and from

Filters

situation to situation. Our perception filters are dependent upon all of our previous experiences--both positive and negative, our degree of fatigue or alertness, our current emotional state, and various kinds of immediate environmental influences.

3. *Search for Response* -- Once the message is perceived, a verbal response may be indicated. When it is so indicated, we may choose to respond by (a) seeking clarification of the message, (b) seeking further information, (c) covering up our lack of understanding, or (d) rejecting the message or the person. At this preverbal stage we search for the words or gestures within our own experience and verbal facility which will enable us to respond with a new message.

Preverbal Stage

4. *Message II* -- We send a new message in response to Message I, thus perpetuating the communication cycle.

Barriers to Verbal Communication

All individuals have had different experiences in living; consequently, different perceptions, meanings, actions and reactions are learned. These may result in misperceptions so severe that communication breaks down and career guidance or counseling cannot take place. It is therefore important to examine words and their effect on communication between individuals with broadly different backgrounds. Four common barriers to communication and mutual understanding between ethnic groups are presented here. They are the language implications of the following:

a. The verb 'to be'
b. Use of names
c. Stereotypic thinking/speaking
d. Exclusive language

The Verb 'to be'

Americans have been reared in a culture that always says what we *are*, not what we can do or what we feel. This is often accomplished by our frequent use of the verb 'to be' in its various forms, i.e., *am*, *are* and *is*. These verbs act as a catalyst in labeling people or in compartmentalizing them. *I am a counselor. They are teachers. She is Black.* Knowing that one is a counselor, a teacher or Black tells you little about that person as an individual. To know that someone gets a great deal of satisfaction when his/her students master some subject matter, or receive scholarships, tells you much more about the individual than her/his occupation or ethnic group membership. Or, as another example, to say, "Mark quickly grasps difficult concepts," is more meaningful and less subject to misinterpretation than to say, "Mark is smart," since we all have different perceptions of what *smart* means. Thus, the forms of the verb 'to be' lead to labels that compartmentalize and stereotype people. These labels often have little relationship to individual personal qualities.

Labeling

Some nonwestern languages do not have an equivalent word for the verb 'to be'; people are identified by their actions, not what they are. While we cannot change the grammatical structure of our language, we can become aware of the *limiting* effects of our words and can consciously learn to describe people in more behavioral terms.

Use of Names

Names are our single most important source of identity. To mispronounce, forget, distort, Anglicize, or avoid using a person's name is to detract from his/her individual humanity. Moreover, the practice of using first names, last names and nicknames is highly structured in most world cultures. Anyone who has struggled through a Russian novel knows that each character may have four different titles according to who is addressing that person and when. Similarly, in America, people use names in a very structured way. Think of yourself. Who may use your nickname, Smitty? Your first name, John? Your formal name, Mr. Smith? Which of your names you expect others to use depends upon when or with whom you are talking.

Every culture and ethnic sub-culture has its own rules for the use of names. For example, many Latino people have two last names; the first name is the father's last name and the second is the mother's last name. The American custom of using only the very last name forces the Latino student to discard one of the two last names and deprives that student of an important part of her/his personal identity. Again, Vietnamese people place their last names first, their first names second, and their middle names last. Thus, it is important that guidance personnel working with minority students be sensitive to name structure, since students, like most of us, may be put off by people who use their names in a manner different from what they expect.

Our Identity

1. *Pronounce a person's name correctly.*
2. *If you don't know how to pronounce someone's name--ask how.*
3. *When unsure of how to address a person, use his/her formal name, or ask how s/he wishes to be addressed.*

4. *If the other person seems unsure of how to address you, then tell that person how you wish to be addressed.*

5. *Address a person by his/her name rather than by occupation or status, e.g., boy, girl, teacher, principal, doctor, etc.*

Stereotypic Thinking-Speaking

One of the major barriers to effective communication is the description of an individual on the basis of stereotypic thinking. A speaker who is given to stereotypic thinking is immediately identified in several ways. For example, the stereotyping person is likely to use such words as *you people*, as if it were *them* and *us*, two distinct and unequal groups. The stereotyping person is also likely to tell stories and jokes about ethnic groups. There is also the *surely-you-must-know* person. The assumption here is that because you are Black, Native American or Latino, you will know every other Black, Native American or Latino person in this institution as well as in neighboring institutions. That is stereotypic speaking based upon stereotypic thinking.

Inequality In Role

Stereotypic verbal behavior is a problem because a sensitive minority person knows immediately that s/he will have difficulty communicating with an individual who thinks of people in such terms, even when that individual is trying to be fair and helpful. The ethnic minority person will probably never approach that individual to seek answers to questions, to seek help in career and educational guidance and planning, and certainly never to seek help with personal problem solving.

Exclusive Language

Exclusive language is ethnic language that is designed to fulfill two functions: (a) to exclude outsiders from

understanding much of what is said as a form of protection in an alien world, and (b) to provide a source of ethnic identity derived from the pleasure of possessing something unique. Black American, Yiddish, Quebecois and teen jargon are all examples of exclusive language. Such language is often intended to exclude people at the same time that ethnic and individual pride is enhanced. Majority culture persons need to respect the exclusive language of minority persons.

Esoteric Communication

1. *Learn to understand the meaning of such language as well as you can. When you hear certain words you don't understand, ask the speaker what they mean.*

2. *If the individual does not wish to tell you the meaning, respect that wish. Respect fosters respect.*

3. *Even if you do become proficient in understanding the exclusive language, that does not mean you should use it. To do so may be interpreted as an attempt to take it away.*

4. *You may use the language only when the individual is stumbling for words while trying to communicate, but does not know whether you will understand and cannot think of any better word to use.*

ACTIVITY -- THEM AND US

This activity will provide the opportunity for you to experience the feelings of superiority and of inferiority through the use of verbal communication in a role playing situation. You will be asked to work in groups and to use your creative imagination. Your Coordinator will give you the instructions for this activity.

ACTIVITY -- EFFECTIVE STATEMENTS

Instructions:

On this page and the next are statements made by a white person to an ethnic minority person. Assume that no previous relationship has existed between the two persons.

1. Determine if the statement is an *effective* or an *ineffective* statement. So indicate with an "E" or an "I" in the first column.
2. If it is an *ineffective* statement, determine the source of the problem.
   a. Use of the verb 'to be'
   b. Inappropriate use of a name
   c. Stereotypic speech
   d. Use of exclusive language

   Write the appropriate letter (a, b, c, or d) in the second column.
3. Without substantially changing the content, rewrite the *ineffective* statements so that they become *effective* statements.

	I or E	Problem Source	Rewrite Statement
1. Sam Smith is a bright young man although he is also lazy.			
2. Old George just can't seem to get around to closing out this account. Right, George?			
3. Jose Martin-Arroyo or Arroyo-Martin or whatever. . . did you complete the assignment?			
4. Jose, do you pronounce your name with a "j" sound or an "h" sound?			

	I or E	Problem Source	Rewrite Statement
5. Don't jive me now!			
6. You Blacks all have a great sense of rhythm.			
7. It's difficult to know what you people want! Please tell me.			
8. They are the hardest working students in this school.			
9. I'm not sure I know what an oreo is. Would you help me to understand that word?			
10. You people ought to have a good chance at these jobs.			
11. Susan is just plain smart.			
12. Hey, teacher, how do you work this problem?			
13. Hey, man--she be too tall for that job! Right?			
14. I hope our career day goes as planned.			
15. Man, you are really with it, 'cause you tell it like it is!			

NONVERBAL COMMUNICATION

Nonverbal communication is an important part of the total picture of communication. We are always communicating nonverbally through our use of posture, voice inflection, facial expression, gestures, touch, and spatial distance, as well as the degree to which we listen and attend to others. While nonverbal behavior is generally more honest, it is *highly susceptible* to misinterpretation. Not only can it be misinterpreted between two members of any family unit, it is even more subject to misinterpretation between members of different ethnic groups. Nonverbal behavior does not always mean the same thing to different ethnic groups or even to any two people.

Misinterpretation Common in Nonverbal Communication

Not only are we constantly communicating nonverbally, we are also constantly attempting to interpret other people's nonverbal behavior. A common example can illustrate this. *You have just purchased a gift for a very special friend and have given much time and thought to its selection. When you present the gift to your friend, you look for nonverbal responses. You know that your friend will verbally state how pleased s/he is with the gift, but you find yourself also looking for facial expressions of pleasure, for certain gestures, for gentleness of touch, and for any other nonverbal behavior that expresses to you her/his pleasure in the gift.*

Interpreting Non-Verbal Behavior

One other problem source with nonverbal behavior is the fact that individuals may say something that they don't really believe. The verbal messages and the nonverbal messages are in contradiction, but it is the nonverbal messages that are communicated most strongly. Your feeling about whether the gift was really appreciated is based upon the nonverbal messages more than the verbal ones. Another example of this is the teacher who says, "I understand," but who really doesn't comprehend within his/her cultural framework why the student couldn't find a quiet place

Congruence in Verbal and Nonverbal Communication

(the library, perhaps) to complete a homework assignment. The student hears the words, "I understand," but reads the nonverbal facial expression and tone of voice that belie the words. S/he believes the nonverbal behavior, thus feeling that the teacher is dishonest and/or unconcerned.

Nonverbal behavior has a *critical* influence on effective communication in inter-ethnic interactions. The helping adult must be sensitive to the messages s/he communicates to the minority student and be honest enough to question and examine her/his motives, attitudes and beliefs in such situations. Our use of language, both verbal and nonverbal, reflects our attitudes and feelings.

> *Your actions speak so loudly*
> *I can't hear your words.*

Problem Areas in Nonverbal Communication

There are five general areas that seem to cause the greatest problems in nonverbal communication between ethnic groups. These areas exist because of differences in cultures. The problems lie in the fact that each group labels its form of behavior as *proper* rather than thinking of it as *customary*--a culturally learned behavior that is neither right nor wrong.

Personal Space. The majority group, in general, views appropriate distance as somewhere between two to four feet for personal interaction and somewhat farther for formal interaction. However, Latin American cultures practice much closer spacing. This nearness between persons could be misinterpreted by the majority culture as aggressive behavior rather than as customary distance.

Distance

1. *Personal spacing may be different for intra-ethnic communication than for inter-ethnic communication.*

2. *Different cultures have different spacing distances for different situations.*

Eye Contact. The majority culture has numerous regulations about eye contact and staring. For example, *people are expected to look directly at others when matters of personal integrity are involved.* Latino children, however, usually do not match the gaze of an adult while being disciplined; this is a sign of politeness in their culture. This behavior of the Latino student may be misinterpreted by the majority person as an expression of guilt, rebellion or rudeness. In the majority culture, strangers are considered rude or gauche if they stare at each other; however, in some Arab countries men may stare at women for a length of time.

Staring

Gestures. Gestures more often help than hinder communication. They are especially helpful when you are visiting a country where people speak a language different from your own. Gestures become a problem source mostly when they are used in the sense of exclusive language. For example, witness the Black American Olympic field and track winners who used the Black salute during the playing of the national anthem. They were expressing pride in their ethnic heritage rather than a rejection of America. Their gestures were misinterpreted by many majority persons.

Exclusive Language

Touch. Various ethnic groups use touch differently. The biggest problem source in touching is the hand on the shoulder. Between two peer group members, this may be viewed as friendliness. To the minority person, a White person's shoulder touch may be interpreted as a restraint, or paternalism. This behavior may be viewed similarly when there is any suggestion of a superiority/inferiority relationship involved--for example, between employer/employee, teacher/older student, older/younger persons and male/female.

Paternalism

Time. Regional differences exist within the United States in regard to how people view time. In general, persons in the large urban areas of the northeast are very time-conscious, often setting a fast pace for themselves. People in the southern states tend to move at a more leisurely pace. The use of time is also viewed differently by various ethnic groups. For example, the majority business executive generally expects punctuality of him/herself and others but an Oriental businessperson may expect a customary delay by him/herself and others. To the Oriental, lateness may be a sign of respect. Various Latino groups also expect time flexibility in keeping appointments for the same reason.

Punctuality

We are always communicating nonverbally with others.

Nonverbal behavior speaks louder than words.

Nonverbal communication is always subject to misinterpretation.

The misinterpretation of nonverbal behavior is "in the eye of the beholder."

Ethnic groups use nonverbal communication differently.

DISCUSSION QUESTIONS

1. How close to you may a book salesperson sit when in your office or home? How about a good friend? An angry parent? Your boss during a friendly chat? Your boss during an evaluation of your work?

2. Does your personal space include your desk when you aren't sitting at it? May a student sit at your desk without your permission?

3. What is too much eye contact? Too little? If you are speaking to an individual, do you expect her/him to look at you? Under what conditions may the individual not look at you?

4. Does it bother you when people use gestures excessively? What is excessive? Do you accept use of gestures by members of one sex more than by members of the other sex?

5. Who may touch you and under what set of circumstances? Your boss? Your co-worker? Your friend of the same sex?

6. Does it bother you when other people do not operate within the same time reference as yours? Are there some situations in which you respond differently to punctuality--for example, appointment for a job interview, date with a member of the opposite sex, arrival at a party?

ACTIVITY -- CAREER INFORMATION INTERVIEW

OBSERVATION SHEET

This activity will give you the opportunity to observe nonverbal behavior during a role playing interview between a Black counselor and a majority student. The student is seeking some information on public school teaching as a career. Your Coordinator will give you the instructions for this activity.

Personal Space

Eye Contact

Gestures

Touch

Time

SELF CONCEPT

A positive self concept is important to all individuals regardless of ethnic background. A number of studies has substantiated the existence of a relationship between self concept and various aspects of school achievement, classroom behavior, career choice, and the degree one feels that s/he has control over her/his life. For many years school personnel have been aware of the importance of a positive self concept and have structured activities within the curriculum that deal with this issue.

Self Concept

All of us have a self concept--a way of viewing ourselves, or our competencies, in different situations. We have a concept of self as a student, teacher, counselor, parent, or whatever, and as a participant in various social interactions and friendships. This concept evolved through interactions with others and through our efforts to accomplish various tasks. The important tasks to be mastered were defined by others who were significant to us. To one child, learning to ride a bicycle was an important task to be mastered; to another, learning to fish was an imperative. Many successful accomplishments lead to a feeling of *I am capable, I can, I feel good about myself.* Hence, some children from both majority and minority groups begin school with very positive concepts of themselves as individuals functioning within a family and/or community unit.

Self Concept A Product of Experience

Problems arise when an individual must deal with a new set of values and behavioral expectations. Many children face this problem when they first begin school. For the child from the majority culture, expecially from the middle class, the school may not be greatly different from the home in terms of expected behavior. But the child from a

minority group may have to deal with a different language and different value systems--with a culture that perhaps does not recognize that learning to fish is important. That feeling of *I can* may quickly become *I can't* within the school setting. The greater the *cultural shock*, the more difficulty the youngster encounters in learning.

Elementary schools have a tremendous responsibility in helping these youngsters learn how to function successfully in the majority culture, while at the same time allowing them to express themselves within their own cultural framework. Schools must be a place where all students are allowed and encouraged to feel comfortable about their cultural backgrounds and to maintain pride in their ethnicity. The message received when a part of an individual is either denied or ignored is, *I am not important*. Self esteem is lowered.

Pride in Cultural Heritage

Guidance personnel can consciously build into their programs ways of allowing students to express pride in their ethnic backgrounds. Not only must students be encouraged to maintain this pride, more importantly, the majority person must learn to appreciate sincerely the richness and beauty of the minority cultures. *Expression by minority persons without sincere appreciation by majority persons* is perceived by minority persons as, *I am not important*. Schools can build the self esteem of ethnic minority persons through effective career guidance practices, not only at the elementary level, but throughout the minority person's entire school experience.

Case Study -- Kennedy High School

Kennedy High School, located in moderately large Capital City in the midwest, has a population of about 2,500 students. Currently, about ten percent of the student body is Black, ten percent is Native Americans, seven percent

is Latino students, and the balance is from the majority culture. About three years ago, the staff committed themselves to becoming more responsive to the career guidance needs of their minority students. They began by identifying three basic practices that enhance self concept:

1. *Providing students with role models who are from the same ethnic background as the students and who are also respected by them.* — *Role Models*

2. *Providing students with success experiences which include recognition for creative expression or the accomplishment of any challenging task.* — *Success Experiences*

3. *Providing students with peer group support so that they may share common feelings, problems, hopes and fears, and gain a feeling of security in which to explore both themselves and their world.* — *Peer Support*

Next, the Kennedy staff examined their existing programs to determine if they were still viable and worthwhile, and to decide how the three self concept enhancing practices could be incorporated into viable programs.

The staff operated on the premise that, for the most part, all of them were sincerely and honestly committed to helping all students maximize their potential. The following are some of their program modifications: — *Program Modification*

Displays. Traditionally, teachers used the hall bulletin boards and display cases to develop and encourage pride in America. Many teachers had simply accepted the assignment as a duty that had to be fulfilled. With the new emphasis that the displays were to appeal to *all* students and were to enhance the self concepts of the minority students, several changes were implemented. First, pictures of prominent minority persons were displayed. Some of these persons were known locally rather than nationally, but most important, they were respected by the students. Second, to provide students with both success experiences and peer support, various groups of minority students participated in the content, design and construction of the displays. — *Displays*

Career Media Center. In the past, the center was indiscriminantly stocked with career materials. Whatever materials became available at little cost were secured and placed there. With the new emphasis, guidelines for determining ethnic bias were established, all existing materials were evaluated for bias, the worst were eliminated, and new materials were obtained that included a representation of ethnic minority persons. In addition, an effort was made to include a variety of materials such as films, filmstrips, cassettes, occupational briefs, and biographies. Groups of minority students were involved in the evaluation of the career materials and in the selection of additional materials. Other groups of students produced some new career materials through class assignments. For example, a photography class, a printing class and a journalism class coordinated their efforts to develop a series of occupational briefs on entry level jobs in their local community.

Career Center

Job Fair/College Night. For the past several years, Kennedy High School had held a college night in the fall for those seniors going on to college, and a job fair in the spring for the non-college bound seniors. This dual program had been expanded two years ago to include all students in the high school, in recognition of the facts that college bound students might need to work prior to completing a college degree, and that some non-college bound students might later change their minds and become college students. In the past, with very few exceptions, the representatives from colleges, businesses and industries were from the majority population. With the new emphasis, the staff made sure that many minority representatives were present. Groups of students were given highly responsible tasks in the planning and coordination of the total program.

Job Fair/ College Night

ROLE MODELS

Identify three role models who were significant (positively) in your career development and describe in what way(s) they were significant.

Role Model	Positive Significance of Role Model
1.	
2.	
3.	

SUCCESS EXPERIENCES

Describe three success experiences that were significant in your career developme.t.

1.

2.

3.

PEER GROUP INFLUENCE

Describe how one peer group had a positive influence on your career development.

ACTIVITY -- SELF CONCEPT ENHANCEMENT

Kennedy High School offers its students a wide range of class offerings in English, fine arts, languages, business, mathematics, social studies, science, health education and various vocational programs. Although the staff have made efforts to incorporate self concept activities into many of their existing programs, to date the traditional career day has been left unaltered. The school is now in the process of expanding its career day into a career week and wants to include all students, not just seniors as in the past. The staff have asked for your help in providing ideas for including self concept enhancing activities into their career week. They intend that the focus of the career week will be on all students, but that special attention will be given to the ethnic minority students.

How can the Kennedy staff identify and involve appropriate role models, provide students with success experiences and with peer group support? You should have at least two suggestions for each of the three areas.

Role Models

Success Experiences

Peer Group Support

MANAGING YOUR CAREER

When minority students are asked how school personnel can best meet their career guidance needs, the responses are:

Be honest. Give me straight information. If I ask, "Can I make it in engineering school?" tell me the truth about my skills and abilities, and also tell me what I need to do or learn in order to make it.

If you say you are going to do something for me, do it! Otherwise, don't say you will.

Be fair. Don't have two standards--one for the other guy and a different one for me.

Don't make things easy for me, because you are cheating me out of the chance to compete on an equal basis with Whites in the world of work.

Help me learn the skills necessary to get and keep a good job.

Give me information on where I can get a job--like right now--and also give me good information so that I can make some long range career plans.

Students are asking for the skills and the knowledge to manage their careers effectively so that they can succeed in the world beyond the formal classroom.

Occupational Decision Making

Many factors are involved in an individual's occupational decisions. To make a good decision one needs a thorough understanding of his/her own skills and abilities. Too often students have been given an inaccurate picture of their skills and abilities through grades in courses or scores on standardized group tests. Neither grades nor test scores necessarily represent an accurate assessment of students' competencies. This is especially true for

Accurate Self Assessment

minority students. Some competencies important for success are at best only indirectly included in any grade or test score. Such things as motivation, leadership qualities, creativeness, resourcefulness, or leadership skills are not directly measured. Nevertheless, students need to have a somewhat accurate assessment of their competencies, interests and potential in order to make good career decisions.

Students also need information about the wide range of occupational choices available to them, as well as information on the education, skills and abilities required for those vocations. Minority students have all too often had very little access to information because their contacts with a wide variety of workers have been limited. Many of them have had little or no chance to observe role models and limited opportunities for career exploration. Thus, a special effort must be made to provide minority students with occupational information to aid in career decision making.

Occupational Knowledge

Seeking Employment/Higher Education

Very often you find a job through someone you know. Minority persons are at a disadvantage in this respect in that unemployment rates for minority persons are consistently higher than for majority persons. This fact, coupled with the fact that there are fewer minority persons in the total population, points out clearly that minority persons have potentially fewer people to serve as contacts for jobs. *Can they count on majority persons to serve as contacts?* How can they find the employment that they seek?

Need for Expanded Contacts for Minority Persons

Many minority persons see a college degree as one of the few viable means of personal and career advancement. Here again they often lack information about selecting a college, applying for financial aid, or seeking available

Information About College

scholarships. Most students seeking further education need this kind of information; however, the information is often less readily available for minority students through the informal process. Because many minority students do not have parents (or other family) who have experienced college, they do not have the informal sources to provide them with information about choosing a college or coping with college life. Also, a large number of minority students needs financial support. School guidance personnel must provide all students with information regarding employment or college entrance; however, they must give special attention to the needs of minority persons through a more formal and systematic process of identifying scholarships designed specifically for them.

Information About Financial Support

Job Interviewing

All students need to learn how to apply for a job and how to conduct themselves in a job interview. Many minority youth apply for a job and enter the interview with the belief that *I won't get the job because I am Black* (or whatever ethnic group membership). That attitude may then be translated into behavior that almost guarantees that they won't get the job. Guidance personnel can help minority students first to examine their self defeating behavior and then to develop the necessary job interviewing skills. New behaviors can be substituted for ineffective behaviors.

Positive Attitudes

On-the-Job Adjustment

Many people have an inadequate knowledge of the world and therefore are unprepared for some of its realities. For some, these realities are faced upon entering college, living away from home, or getting their first job. Minority persons may face problems in addition to those faced by majority young persons. *Prejudice, discrimination, a sense*

of isolation, perhaps a *lack of family support*, may become major problems for minority persons. Prejudice reveals itself in the form of discrimination, often in subtle ways that are very difficult to deal with. A Black professional person who is in an occupational field that is dominated by the White majority describes what it is like:

Problems for Minority Persons

> *I don't really feel that I am a part of this department, even after two years here. I know I'm qualified and I do a good job, but the general feeling around here is that I was hired because I was Black, not because I was a qualified person. Let me give you an example of how subtle discrimination operates here. I present an idea or suggestion in a staff meeting and it is immediately discarded as having no merit. Yet, sometime later in the meeting, someone else presents the same idea and everyone then thinks it is great. At times I almost feel like an alien, an outcast.*

School guidance personnel have a responsibility to provide effective career guidance for *all* students in their schools. It is difficult to meet each individual student's unique set of career guidance needs, but people working together can make a vital difference. We can be agents for change.

Counselors as Agents for Change

a. We can work with minority students to help them cope within a majority culture.

b. We can work with majority students to sensitize them to the problems of prejudice, discrimination and isolation that the minority person experiences.

c. We can work with the total staff and community to help them accept minority persons as individuals who have competencies and skills, and value their pride in their ethnicity.

ACTIVITY -- DESIGN A PROGRAM

Kennedy High School has an elective career guidance class which is open to all eleventh- and twelfth-grade students. The class meets 50 minutes a day, five days a week for six weeks. Typically, this course has utilized various occupational films and has required students to research and report on an occupation of their choice. The Kennedy staff are looking for ways in which they can make this class more responsive to the needs of their ethnic minority students. Your task is to plan a curriculum for this class that responds to each of four areas: occupational decision making, job seeking skills, job interviewing skills and on-the-job adjustment.

1st week:

Objective:

Resources (people, materials, media, etc.):

Activities:

2nd week:

Objective:

Resources:

Activities:

3rd week:

Objective:

Resources:

Activities:

4th week:

Objective:

Resources:

Activities:

5th week:

Objective:

Resources:

Activities:

6th week:

Objective:

Resources:

Activities:

APPLICATION

You have now worked through this Module and have identified barriers to effective communication, examined practices that enhance self concept, and designed career guidance strategies that will help ethnic minority students in selecting and implementing their career choices. You can enhance your own effectiveness in providing career guidance services to a particular ethnic minority population by putting your knowledge and skills into practice. This portion of the Module will give you a chance to practice what you have learned so that it becomes part of your guidance behavior.

ACTIVITY -- LENNIES

The following is a letter received by your school principal from a city judge.

Dear Ms. Bradford,

A new ethnic minority group has been discovered in our city. They are the Lennies, a group of thirty families who have lived behind the high walls of what we thought was a deserted monastery. They were discovered when the monastery was to be torn down to make room for the new expressway. The Lennies have been entirely self-sufficient on the monastery grounds. Since our compulsory school laws say that all young people between the ages of 6 and 16 must attend school, about 50 Lennies will now be attending your school.

The Lennie young people seem to be very slow in everything that they do. They are, however, very friendly and hug everyone they meet. Gently rubbing people seems to be their favorite social activity. They do not take baths or brush their teeth, but are apparently healthy. Although they speak the English language, it is a language learned by their leaders over a hundred years ago, and, as you know, language changes over time. They do not know anything of modern America and the technological revolution, and very little of the basic skills of reading, writing or arithmetic. It is your job to educate them. Good luck!

Sincerely,

Judge Oliver

Your principal has just shared this letter with all of you who represent your school's guidance team. How are you going to provide the Lennies with the tools and skills they will need to cope successfully in American society? How will you provide them with career guidance? Your task as a committee is to set up a plan of action. What first five steps will your committee recommend? Be specific about the strategies you will use in your program.

STEPS TO BE TAKEN

1.

2.

3.

4.

5.

APPENDIX

REFERENCES

Fromkin, Howard L. & Sherwood, John J. Intergroup and Minority Relations: An Experiential Handbook. University Associates, 1976.

This book is intended to assist persons in working effectively with groups of "different" people. The book contains workshop designs, structured experiences, instrumentation and resources.

Human Relations Education: A Guidebook to Learning Activities. New York State Department of Education, 1969.

This book is primarily addressed to teachers of primary through secondary levels. It consists of learning activities for students to fit into various curriculums with the focus on human relations between majority and minority students.

Miller, Juliet, & Leonard, George E. Career Guidance Practices for Disadvantaged Youth. National Vocational Guidance Association, 1974.

The focus of this monograph is on disadvantaged, however many of the practices may be designed for use with ethnic minorities. The practices cover a wide range, from achievement motivation to work experience programs. The monograph also discusses staffing patterns for career guidance as well as selected materials.

Picou, J. Steven & Campbell, Robert E. Career Behavior of Special Groups. Columbus, Ohio: Charles E. Merrill, 1975.

This is a book detailing the career behavior of selected special groups of ethnic and nonethnic groups who confront common and unique problems for career achievements. It provides the reader with a rich source of empirical data.

Special Issue: Counseling the Culturally Different Child. Elementary School Guidance and Counseling. Vol. 8, No. 4, May 1974.

This issue discusses counseling with Black, Cuban, Amish, Native American and Chicano children. The articles all deal with the elementary age child and would be useful for all persons working with the younger child.

Special Issue: Culture As A Reason For Being. Personnel and Guidance Journal, Vol. 50, No. 2, October 1971.

This issue talks about the Puerto Rican and Native American students. Several of the articles contain dialogue with students and how they view the school in meeting their needs.

This staff development booklet is part of a series of career guidance booklets developed by a four state consortium coordinated by the American Institutes for Research. Topics for staff development were determined by the results of a Career Guidance Staff Development Needs Survey administered in the four states. Each booklet will be field tested and revised. The total series is as follows:

CALIFORNIA

Helping Elementary Students Understand Themselves - George Hurlburt, Jr.
Helping Elementary Students Plan for the Future - Diane McCurdy
Evaluating the Cost Effectiveness of Programs for Improving Interpersonal Skills - Milt Wilson
Developing Facility Maintenance Competencies for Career Resource Center Technicians - Clarence Johnson
Developing People Relationship Competencies for Career Resource Center Technicians - Jill Paddick and Dale Dobson
Establishing a Career Resource Center - Robert A. Wood, Niel Rogers, Cella Clinge

MARYLAND

Building Career Information-Seeking Behaviors - Richard H. Byrne
Providing Life/Career Planning for Women and Girls - Janice M. Birk
Utilizing Strategies for Adult Guidance - Zandy Leibowitz and Nancy Schlossberg
Designing Programs for Adult Guidance - Zandy Leibowitz and Nancy Schlossberg

MICHIGAN

Using Change Agent Skills to Manage Career Guidance Program Development - Juliet V. Miller
Using Change Agent Skills to Manage Career Guidance Program Implementation - Juliet V. Miller
Eliminating Stereotypes of Ethnic Minorities Through Career Guidance - Lois P. Brooks
Developing Communication Skills and Program Strategies in Career Guidance for Ethnic Minorities - Lois P. Brooks
Imaging Futuristic Career Guidance Goals - Juliet V. Miller, Garry R. Walz, and Libby Benjamin
Imaging Futuristic Career Guidance Programs - Juliet V. Miller, Garry R. Walz, and Libby Benjamin

MISSOURI

Planning Pre-Employment Programs - Joyce Fielding and Marvin Fielding
Conducting Job Development Programs - Joyce Fielding and Marvin Fielding
Conducting Job Placement Programs - Joyce Fielding and Marvin Fielding
Conducting Follow-Up and Follow-Through Programs - Joyce and Marvin Fielding
Developing Effective Public Relations - Norman C. Gysbers

AMERICAN INSTITUTES FOR RESEARCH

Providing Career Guidance for Young Women - Pamela G. Colby
Providing Guidance Services for Students With Physical Disabilities - Susan L. McBain
Developing and Conducting In-Service Programs - Al Stiller
Helping Students Explore Work and Leisure Options - Pamela G. Colby
Helping Students Develop Career Decision Making Skills - Ellen A. Stewart
Providing Guidance Services for the Elderly - Ellen A. Stewart